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| **English 110 Composition 1** | | |
| **Time Allotment**  **50 minutes** | **Lesson Phase** | **Details** |
| **3** | **Introduction**  **Set a purpose**. This course is about developing writing skill and exploring the spaces in which and surfaces on which we compose. “Let’s take a look at how some characters handle surfaces.  **Cartoon:** Roadrunner “The Black Hole” (YouTube) | **Introduce and define the concept of the “portable hole**:” a round disc-like object that creates a "hole" through whatever solid surface it is placed against, enabling entrance through the surface in question to its interior. It resembles fabric- or rubber-like material that can be handled like any solid object. May be removed by peeling edge-first from the surface when not in use. |
| **10** | **Foundation**  **Prior knowledge:** After discussion, Teacher will ask students to write a one 2 paragraph introductory autobiography. (This is a ruse to observe how many students assume that assignment should be written on notebook paper.}  **Clarify key points (goal) of the coming lesson** | **Quick discussion of the grabber.**  How do these characters deal with surfaces in the cartoon? What does cartoon suggest about surfaces? Do you believe that solid surfaces are impenetrable? Yes? Discuss. No? Discuss.  **“2 paragraph ruse“ exposed:** Before students begin writing, teacher interjects with discussion of the choice of writing surface (most will have chosen notebook paper). Are there options? Should there be?  **Goal:** To access alternatives to traditional writing spaces in which to compose, display and collect composition artifacts.  **Key terms:** Platform, hypertext, Genre, Digital Literature |
| **5** | **Brain Activation**  Ask questions; clarify; provide additional background knowledge. Perhaps include a brainstorm activity on the topic to check learning. | Teacher will initiate discussion of common writing spaces already in the digital realm. Text messages, Twitter, Instagram, Facebook, etc. What are pros and cons of these writing spaces. (paperless, amenable to correction, immediacy/limited number of characters, accessibility, tiny screens, etc.)  Where are we as a society headed with this? How do you know? |
| **10** | **Body of New Information**  Build background knowledge, lecture, and introduce key new points of understanding, correcting misconceptions. Read text; complete whole-class problems; conduct class discussion. | **Links and Hypertext Discussion:**  George P. Landow’s “Hypertext as Collage-Writing”  will provide definitions and basis of discussion.(Wholeclass reading/notetaking of definitions)  Discussion of these digital tools and how they allow access beyond the wall of the white page. Make connection to concept of the portable hole. |
| **5** | **Clarification**  Provide sample problems and situations. Pose questions to move students toward independent work. | Teacher will use the web to locate a sample document or page (Wikipedia) that makes use of hypertext and links. Class will discuss how these features work in this example |
| **5** | **Practice and Review**  Students work with teacher and whole class, in small groups, or with a partner to clarify learning. | In groups of two or three, students will use the web to locate documents (1 per group) and/or pages that make use of hypertext and links. Each group will identify its findings and explain how these features work in their selection. |
| **10** | **Independent Practice**  Students practice on their own. Begin homework. Struggling students get additional practice. | **Brief Writing Assignment:**  Students will write a brief response to today’s  lesson. Prompt: Hypertext and links show up everywhere in digital text,. Why is this the case? How can hypertext and links be useful to you as a writer. |
| **2** | **Closure**  Connect the lesson details together. Answer questions and respond to wholeclass difficulties. | Review key concepts and significance of topic.  Students will respond on “Go Pass” with comments on any aspect of the lesson. Briefly summarize what they have learned (if anything). What was useful, etc. Teacher collects Go Pass as class exits. This feedback serves as assessment for planning future instruction. |